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ABSTRACT

This report discusses the implementation of a parent education program in a Long Island community. A questionnaire, which addressed the community's need for information for parents on child care services, was sent to the community's child care facilities. Responses indicated that parents had difficulty in locating a child care center, and that facilities were interested in providing parents with more information concerning child development issues. To address these concerns, a directory of child care centers was compiled and a series of four workshops was presented at the local public library. The topics discussed in the workshops were: (1) selecting a child care center; (2) discipline; (3) learning by doing; and (4) encouraging friendship among siblings. An evaluation form was conpleted by those who attended the workshops. Results of the evaluation indicated that parents found the directory beneficial in choosing a facility; were able to list discipline techniques and strategies for encouraging positive sibling relationships; and were able to select activities appropriate to their child's developmental level. A reference list of 15 items and a bibliography of 18 items are provided. Appendixes include copies of the child care service questionnaire, workshop evaluation form, and child care directory; and a description of the parent workshops. (BC)

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(Community Based Program to Educate Residents About Child Care Issues And Services Through Workshops)

by

(Margaret Frankel-Gordon)

Cohort 35

A Practicum Report Presented to the National Master's Program for Child Care Administrators in Partial Fulfillment of the Requirements for the Degree of Master of Science

NOVA UNIVERSITY

1991

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I hereby testify that this paper and the work it reports are entirely my own. Where it has been necessary to draw from the works of others, published or unpublished, I have acknowledged such work in accordance with accepted scholarly and editorial practice. I give testimony freely, out of respect for the scholarship of other workers in the field and in the hope that my own work, presented here, will earn similar respect.

2/18/91 — Date

Margaret Frankel-Jordon — Signature of Student

Abstract

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Descriptors: Parent Information and Involvement / Parent Teacher Relations / Community-Based Program / Child Care / Early Childhood Education / Child Psychology / Infant, Toddler, Preschool Care / Developmentally Appropriate Child Care / Teaching Strategies / Socio-Emotional Development / Staff Qualifications

There has been a lack of specific parent information on child care issues and services within a specific community. Many parents had difficulty locating, judging and selecting child care centers and nursery schools within the locality's school district. In addition, parents had need for assistance dealing with problems and frustrations regarding various child development issues which, for various reasons was not generally offered.

In an effort to alleviate these problems, the author designed and implemented a series of workshops, sponsored by the local public library, which were based on the needs of directors and parents of local facilities. The topics which were geared toward parents of toddlers, preschoolers and kindergartners, included: How to Choose the Right Child Care Center / Nursery School, which included a directory of local facilities within the school district compiled by the author; Effective and Caring Discipline Techniques; Appropriate Learning Activities and Experiences for Young Children; and Enhancing Sibling Relationships.

Evaluations indicated that the program was successful and that parents accepted practical suggestions and solutions to the issues discussed. Additional workshops conducted by the author have been scheduled at the library and the author's name has been forwarded to other libraries to conduct similar programs. Directories mentioned above continue to be distributed to community residents. Appendices include sample surveys, workshop descriptions and evaluation, and the attachment includes the directory.

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Chapter 1

BACKGROUND

The need for parent education on quality child care and related issues, and available child care services in the community, has reached a critical point because of insufficient obtainable information. The community involved lies within the largest township in the county, encompasses ten towns and covers 53-square miles. (Muto, 1990). After consulting with a representative from the County Regional Planning Board and the superintendent of the school district involved about the area's need for parent education and child care, (Appendix A:45) the following information was obtained:

The communities within the school district have a population of 65,000 and are continuously expanding. Information taken from the 1990 Long Island Population Survey done by Long Island Lighting Company (LILCO) indicates that the population is increasing, the number of births in the county is increasing, the number of households continues to increase while the average size of households is declining.

Table 1

Population Information
for County and
Township

Population Information	1980 (US Census)	1986	1987	1988	1989 Estimate	1990 Estimate
Population of Township	365,015	N/A	N/A	N/A	423,130	426,858
Births in County	N/A	17,881	18,735	19,904	N/A	N/A
Number of Year-Round Households in Township	109,266	N/A	N/A	N/A	135,155	137,016
Estimated Household Size in Township	3.26	N/A	N/A	N/A	3.05	3.04

Source: Long Island Lighting Company. 1990 Long Island Population Survey.

The area consists of a combination of suburban, rural and commercial sections and a population of mixed socio-economic and educational levels, and ethnic backgrounds which are equivalent to the national average. The district is a high-mobility area with a sizable younger population which moves about every four years. Many families in this community consist of two parent households, single parents and teenage parents, almost all of whom need to work outside the home and lack extended families to care for their children during the day. In addition, a multi-disciplined research laboratory, is located within the district. Many visiting scientists from around the world, a great number with children under five years of age, stay in the community for several years and utilize the district's services. (Muto, 1990).

An analysis of enrollment projections for the years 1988 through 1998 for Kindergarten through grade 12 in the school district indicates a gradual increase from 8,620 students to 9,364 students, representing a gain of 8.6 percent over this period. (Salvione, 1989). According to the school district's superintendent, because of the district's rapid growth, there is a great unmet need for child care and for pre-kindergarten classrooms. At present, four more elementary schools accommodating pre-kindergarten through the fifth grade are needed. In addition, there are more women working outside the home who still have "working mother guilt". (The superintendent defined this as women still feeling responsible

for caring for the children in addition to their other jobs.) If child care were available, the absentee rate of employees would be expected to decline, women should feel more relaxed about their child's care and they could be more productive at work. The difficulty in providing this service to the community, according to the superintendent, is due to the fact that there is not a budget to support this.

As established above, there is a great need for child care in the school district, but insufficient available child care services. Many facilities have long waiting lists, while others have low enrollment. Many families, including residents and employees within the district, are desperate for child care but are unaware of the quality of care available or of how to select an appropriate setting. Because of long waiting lists, parents look for centers and family day care homes with immediate openings and enroll their children without questioning the center's philosophy, program, staff qualifications and whether the care provided is appropriate for their children. More information needs to be available to parents about selecting an appropriate center, defining quality child care, and helping parents understand what to expect once a child is enrolled in a center. In addition, parents need information on how to maintain a positive rapport, open communication and consistency in care between that which the child receives at home and in an early childhood setting away from home.

Writer's Position and Responsibilities

To help alleviate the shortage of child care services in this community, the writer is in the initial stages of establishing a high quality child care center. The center is expected to be licensed by the state's Department of Social Services and will include an advisory board which will provide volunteer expertise into the proper functioning of the facility. The writer will eventually apply for center accreditation by the National Association for the Education of Young Children. It will be a for-profit center which will accommodate approximately 75 children between the ages of two months to five years and will cater to parents who reside, are employed or attend school in the community.

The position of the writer will be that of director/operator of the facility and she will oversee all pertinent functions of the center including its business aspect. She will lay the necessary groundwork for licensing the center, and will take responsibility for developing and implementing the educational program, staff development, and parent involvement program. Staff will be trained in early childhood education/child development and teachers will have practical experience teaching the age group to which they will be assigned. An integral component of the writer's early childhood program will be the parents' active involvement in their children's care experience in order to maintain continuity between home and child care setting.

The writer has therefore provided the needed service of informing community parents regarding these important child care issues through workshops which she developed. She has had full control over the contents, format and presentation of these workshops. The community library, with the approval of its board, has sponsored this program as a public service.

Chapter 2

STUDY OF THE PROBLEM

Problem Definition

Parents and businesses have been either uninformed or inadequately informed about the availability of child care services in the community and what constitutes quality child care. As an early childhood educator, the writer spoke informally with many community families about child care issues. Many residents with whom she conferred, stated that they did not know how to go about locating child care services, others stated that they had difficulty finding a suitable child care facility and still others did not know what to look for in a center. Parents also stated that they needed or desired assistance dealing with problems and frustrations regarding various child development issues. Parents and businesses need to have access to a directory of neighborhood facilities and guidelines on how to select the proper facility for their children. Many of those interviewed stated that there should be more personalized information, such as workshops, available to community residents on how to deal with daily child rearing problems and other developmental issues.

Evidence

To investigate whether these concerns were widespread within the community, the writer designed an in-depth

questionnaire (Appendix B:47), regarding the community's need for parent information on child care which included the needs of each facility to be surveyed as well as their clients and potential clients. She then located the eleven child care and nursery school facilities that lie within the area's school district and contacted them to inquire whether they would consent to be a part of the survey. Since all responded affirmatively, the writer either personally delivered or mailed the questionnaires to representatives of the various facilities.

Responses to the questionnaire came from four directors, one board of trustees president, one principal and one enrollment chairperson. Represented were three nursery schools, two child care centers, one child care center/ nursery school, and one nursery school attached to an elementary school. Facilities involved ranged in size from ten to 300 children that have cared for youngsters between the ages of two months to eight years. The following information includes data gathered from the questionnaires and from follow-up meetings which clarified and elaborated written responses.

Six facility representatives stated that parents had difficulty locating a child care center or nursery school before enrolling in their facilities. Some parents were unable to find out beforehand which facilities had full and half day programs. Other parents switched facilities because

they were dissatisfied with care provided in previous centers. Reasons for this included overcrowded classes, lack of individual and personalized attention, poor supervision, non-nutritious snacks and lack of preparation for kindergarten. In addition, there were complaints of the difficulty of meeting the needs of children placed in classes of mixed age groups with varied developmental levels. Many chose facilities situated in churches because they believed that their children would receive better care there (whether or not the facilities were religiously affiliated).

Six facility spokespersons indicated that many parents in the community who required child care services were not being reached because they did not know what services were available or how to find out about them. More specifically, those who were not being reached included new residents of the area, first time parents and those who required child care for the first time. In addition, many parents were unaware of available vacancies in individual facilities. One facility had 24 families on its waiting list while six others had openings for children of various ages. Also, many parents were unaware of how far in advance to register for care and many lacked the understanding between the benefits of licensed facilities (and home day care) and unlicensed care.

The survey concluded that when searching for child care, parents had diverse primary needs that were different within each school. Among the various responses were: (a) the need

for affordable tuition; (b) a low teacher/child ratio; (c) a safe location close to home; and (d) a learning center for the development of socialization skills. Less frequent responses included: (e) custodial care; (f) staff qualifications; (g) loving/caring teachers; (h) group size; (i) available hours; (j) meals; (k) security and quality care; and (l) the opportunity to participate in the child's education.

While collectively there was a comprehensive list of parents' program requirements, most individual facility representatives listed only two, with some overlapping with the primary needs stated above. Some requirements were listed twice and others only once. Responses given twice included: (a) academics (numbers and letters); (b) kindergarten preparation; (c) learning through play; and (d) nurture. Responses given only once included: (a) teaching social skills presented from a Christian perspective; (b) small classes; (c) safe program; (d) wide variety of choices; (e) learning independence; (f) fit family schedules; (g) non-academic, developmentally appropriate program; (h) flexible, fun program; and (i) new learning environment.

An important component of quality child care is providing parents and children with appropriate referral services for physical and mental health needs. Therefore, one of the questions was what referral services the individual facilities offered their clients. As in the previous questions, some responses were given two or three times, others only once.

Most facility representatives stated that they had no formal listing of referral services and relied on personal recommendations of the teaching staff and other parents. Others suggested that the parents contact their personal physicians for referrals, or stated that the family needed to find the appropriate assistance themselves. One facility did not offer any referral services at all but the contact person stated that this would be extremely valuable to her clients. In conjunction with the above, one of these facilities had a nurse on staff for help with physical problems, one offered assistance for help with subsidized rent, and three had pastors affiliated with the church who offered free consultations. One nursery school only made referrals to a local child care center that provided speech therapy and one center referred its clients to the Board of Cooperative Educational Services (BOCES) which offered a wide variety of physical and special education services to young children.

Seven facility representatives stated that when parents needed assistance in handling certain of their children's behavior, they turned to the director, teachers, other personnel or other parents for guidance. Parents' main concerns were discipline and communication problems both at home and away. Other issues included channeling and directing children's energy, aggressive behavior, learning disabilities which manifested themselves in behavioral problems, social skills, separation, sibling rivalry, coping with the birth of

a new sibling and health and safety.

One section of the survey pertained to parent involvement activities available/expected at each facility. The results showed that certain activities were lacking from each school. Most of the facilities did not have newsletters, parent advisory council groups and parent resource rooms. Almost half of the facilities surveyed lacked parent handbooks and some did not have any fundraising activities. On the other hand, most facilities had an open house at the beginning of the school year, individual conferences and some type of daily communication. All offered an orientation, a parent and child visitation policy and an open observation policy.

In reference to parent meetings/workshops, one facility held three meetings during the year which consisted of parents'/teachers' concerns and goals, and children's adjustments to the program. One facility held monthly meetings which revolved around fundraising, school functions and Bible studies. One facility held meetings five times a year which included fundraising and finances, field trips, discussion of by-laws of the school and a CPR course. One facility held one meeting per year which included discussions of the school philosophy and policies, and two facilities had not held any meetings at all. One facility did not hold any meetings/workshops this past year because its program was expanded. However, the year before, four workshops were held on being an only child, bedwetting, single parent families and

custodial problems in divorces. According to the facility spokespersons, workshops/meetings that were held in the surveyed facilities proved to be very productive and were based primarily on the needs of the staff and only sometimes on the parents' interests. They were usually presented by a director and, occasionally, by teachers and outside consultants such as nurses, CPR specialists and church pastors.

Four facility representatives stated that they were definitely interested in providing more frequent parent information meetings regarding child development and related issues. Unfortunately, there was great difficulty in arranging them due to one or more of the following reasons: (a) insufficient time to organize such workshops; (b) a lack of funds for guest speakers; and (c) uncertainty of whom to contact for speakers on specific topics. One director stated that the center's owners were focusing their time, money and efforts on advertising and enrollment recruitment for a third facility which recently opened.

Topics of interest to directors generally reflected the concerns of their clients which have been stated earlier. In addition to those were the following: (a) guilt and the working parent; (b) parents' expectations of children at the center regarding toilet training; (c) proper communication between parents and teachers/director for the optimum growth of the child; (d) eating habits and nutrition; and (e) the

difference between nursery school and day care. One facility spokesperson stated that she was very interested in providing workshops for parents and having consultants available to speak at these meetings.

Three facility representatives stated that they were not interested in having more frequent parent information meetings but when the writer asked for clarification regarding this response she was told about their concerns. One representative of a parent cooperative nursery school stated that there already was a great deal of parent participation required and could not ask for more mandatory participation. However, the contact person was very interested in having workshops available as an option. Another facility spokesperson stated that she was not interested in workshops because she thought of them as lectures in which people are spoken to without an interchange of ideas. When the writer replied that workshops could be based upon parents' interests and could incorporate discussions and questions, the director reversed her position and instead saw this as very beneficial to her clients and other community residents. One nursery school director stated that because the children attended her school only two or three times a week for two-and-one-half hours a day, her facility did not call for parent involvement through workshops. However, this director showed enthusiasm for community sponsored workshops which she herself wanted to attend so that she could share available information with her

clients.

Analysis of Causes

There have been many reasons why the community and/or facilities have not offered necessary child care information, some of which were stated on page 13 paragraph two. Time, money and effort needed to provide workshops and consultants have usually been insufficient for individual facilities. There has been a lack of awareness that not-for-profit schools may be eligible for grant money to pay for part-time consultants and/or speakers who might address parents at workshops on a one time basis. There was also no local directory which included all child care facilities within the school district since the Yellow Pages, newspapers and other publications had incomplete listings. Parents have been unaware of what to look for or how to choose a quality setting and have often chosen facilities based on their own needs such as, whether the center was located close to home or work, whether it had an inexpensive fee rate, etc. Many have believed that simply because a center exists, it must be a credible facility which offers children appropriate programs. Too many people have not recognized the impact that early childhood experiences have on the child's future behavior.

Relationship to the Literature

There is ample literature on parent involvement programs and their short and long term benefits to children, parents

and school staff. Parents who find child care essential to their needs are apt to select facilities based on immediate openings rather than on a careful study of the particular center. While parents want the best possible care for their children, too many lack the ability to recognize the difference between a good quality facility and a poor one. (Mazyck) (Greenberg, 1989).

According to Burton White, the child's first five years of life are the basis of the youngster's language, intellectual and emotional development and are determined by the quality of his/her parents' involvement. (Treffeisen, 1989) (Ranzoni, 1984). Therefore, early childhood educators should include in their programs assisting parents with teaching and nurturing skills without threatening the autonomy of the family unit. (Treffeisen, 1989) (Greenberg, 1989) (Ranzoni, 1984). Guiding parents to implement techniques which they may view as new, untraditional, and incongruous to their own ideas of how children learn such things as discipline is a very delicate matter. Alice Honig states that there is a knack to presenting information on developing child rearing skills that will make parents receptive to pertinent information and guidance. Honig (1979). Whether information is presented on a one-on-one basis through informal and spontaneous meetings or in more formally scheduled ones, such an exchange should contain one major ingredient in order to appeal to and reach parents. The most successful parent information meetings are

those that are based on the parents' needs and requests. (Treffeisen, 1989). When parents trust their children's educators and feel free enough to bring up their own concerns about child rearing issues, they will be more apt to consider and utilize a new technique because it meets their immediate needs.

Chapter 3

GOALS AND OUTCOME OBJECTIVES

Outcome Statements

The goal of the practicum was to provide the desired information about child care services, and related issues to residents from a specific school district. The target population was working parents, those who attended school or lived in the community and required such information and services.

After the ten week implementation period the following five objectives were met:

1. Community residents requiring child care and nursery school services were able to locate existing facilities in the area when considering their child's enrollment. Parents listed four facilities in which they would consider enrolling their children and filled out the written evaluation (Appendix C:51).

2. Residents were able to judge and select the care that would best meet the needs of their youngsters and families. Parents listed six factors they considered important, about choosing a quality program and filled out the written evaluation.

3. Parents were able to choose appropriate discipline techniques to use with their young children. They listed four problem-solving strategies to enhance communication between

parent and child and filled out the written evaluation.

4. Parents were able to select appropriate learning activities according to their child's developmental levels. They listed four characteristics of their child's developmental levels, matched them with appropriate activities, and filled out the evaluation.

5. Parents were able to choose appropriate techniques to alleviate sibling rivalry and enhance their child's self-esteem. Parents listed four problem-solving strategies to enhance self-esteem and filled out the evaluation.

Evaluation Methods

The short term success of this practicum has been determined by the number of people who exhibited interest in, signed up for, and attended the writer's services. Success has been exhibited by verbal and written feedback from parents, facility representatives and personnel who granted authorization of this service. Verbal evidence was obtained through questions and comments to information and resources provided, the number of people who requested more detailed information and by the written evaluation form provided by the writer. In addition, the practicum work has proved to be a benefit to the community because authorized personnel have requested the writer's services for upcoming programs.

Some benefits can not be measured immediately. However, the evaluation made by the writer, as stated above, was

sufficiently detailed to judge the practicum as a success. Longer term achievements can be evidenced by the following: (a) whether the child care and nursery school facility representatives have more requests than at present for enrollment and receive better informed questions regarding their services; and (b) whether school directors observe that parents are implementing newly learned information and techniques and sharing it with others.

Chapter 4

SOLUTION STRATEGIES

Information Collection

The writer reviewed various sources of literature on parent education programs throughout the country. Some programs existing to meet the changing needs of youth have been developed by the New York State Public Library System. One such program used in the suburbs, developed in 1979 and presently implemented is the Parent Child Workshop Program. Workshops have focused on and have stressed the need for strong parental involvement in the child's early years for the long term benefit of healthy emotional development.

> "The goals of the program are to increase the parents' awareness of library services and materials; make parents aware of support services through library and community agencies; increase parents' knowledge of their child's development and needs; and encourage social and verbal interactions between parent and child." Deerr (1988:189-190).

Specifically, one series of monthly teen parenting workshops involved pregnant and parenting teens and their children together. The workshops consisted of a librarian speaking informally with a small group of parents at a time while others interacted with their infants and toddlers through various play activities provided. The librarian provided information for each meeting based on individual needs and concerns revolving around parenting issues, stages of child development and high quality care, speech, language and nutrition. Deerr (1988). Other programs provided through

the library system were geared toward providing teenage parents with vocational training and skills to enable them to return to and be productive members of the workforce. These programs have proved to be extremely beneficial for parents and children since parents' individual needs and concerns were addressed. Ristiina Wigg, in an issue of the New York State Library's newsletter 'The Bookmark', wrote about the benefits of such parent education programs.

> "Libraries have always provided the opportunity for people to gain culture and education regardless of race, economic status or academic standing. Funding, local and state is important to enable libraries to continue to build effective collections of materials; to provide service in communities too poor to pay and develop the kind of outreach needed for children and families at risk." Wigg (1988:158).

Another program reviewed in the literature was a Mother/Child Home Program. This very successful program incorporated home visits which were designed to enhance verbal interaction and communication between the mother and child. Frequent visits were focused on techniques the mother could use to initiate and maintain play activity with a toy. (Powell, 1986). A different home visit program in a low-income Michigan suburb consisted of individual consultations involving social service and medical issues. Most of the visits were conducted by a public health nurse and community outreach professionals. (Powell, 1989).

Another form of parent education developed included a handbook distributed to parents in Vermont, through the State Department of Education. It specified guidelines for

strengthening parents' participation in their children's education and its long term effects. The handbook covered the importance of and ways of ensuring that care for one's child, provided by babysitters, home care providers, child care centers, nursery schools or elementary schools, is appropriate and of high quality. It examined the role of on-going communication between parents and teachers in terms of understanding the child's skills and development, keeping informed of the curriculum taught in the child's classroom, and implementing at home skills learned at school. The handbook also stressed the importance of and provided ways of staying informed on child development issues by reading, taking courses, attending workshops and discussion groups in order to be aware of and provide appropriate learning experiences for one's own child. This handbook has been extremely beneficial in providing pertinent parent information to Vermont's residents. (Lengel, 1982).

The writer was provided with information regarding parent involvement programs based on the first hand experience of professionals implementing such programs. A bilingual social worker employed by a mental health agency who provides various services to three child care centers in one village has been conducting parent meetings in Spanish for almost two years. The topics discussed have been pertinent child rearing concerns chosen by the directors of the three centers. Those parents who have attended have been new to the country, have

spoken little or no English and have found the exchange of information rewarding since many families have lacked a support system in their new community.

One librarian shared with the writer that she had started a new parent education program in one area within a community which had not taken advantage of available services at the local library. Twice a month for the past two months, the librarian had visited a central meeting room within this area and had provided various language and literature activities for young children who may not have had such experiences at home. Included in this program were suggestions of ways for the parents to provide their own language activities to their youngsters which only required using imagination without any costly props. So far, the community residents have enjoyed the creative and interesting language activities presented by the librarian but many have not followed through with providing their own activities to their youngsters at other times.

Another librarian implemented a variation of the Parent and Child Workshop Program mentioned above from the literature, for parents and their toddlers. Parents and children, gathered in one room within the library had opportunities to play with various activities set up on the floor. A resource person such as a public health nurse, or speech therapist spoke informally on an individual basis or in small groups to parents on such issues as toileting and speech

development. Since the resource person, did not address the entire group at once, he/she provided parents with written material highlighting important pieces of information.

There were several alternative solutions to the writer's stated problems. She could have presented various parent education workshops at different child care and nursery school facilities on weekday evenings or weekend afternoons. The problem with this solution was that many facilities were too small to accommodate the large number of anticipated people. To solve the problem of a lack of funds to hire a speaker, facilities could have organized a fundraising activity and charged a fee for the program. The problem with this solution was that most parents have already been obligated to participate in many fundraising activities throughout the year which they have found financially difficult to support.

In addition, many families may have been less apt to attend workshops which required a fee. With regard to assisting families with locating and selecting the right facility for their children, a fair could have been available with a representative from each facility. Each could have provided parents with literature and additional information about their programs. The problem with this solution was that directors and other facility representatives have already been too burdened with other work outside of their regular working hours to participate. There may have also been difficulty arranging a date which was acceptable to all involved.

Solution Strategy

The solution chosen by the writer was to present parent education workshops at the local public library and to create a directory of local child care and nursery school facilities. This needed community service was chosen because individual facilities in the community lacked the funds, resources and time to organize such workshops on their own. The directory included all essential information of community facilities in one publication.

The library is a service organization and community information center which is mandated by the taxpayers to provide various free programs on issues pertinent to the needs of its patrons. It has a budget for services, consultants and advertising which individual facilities do not have. There is sufficient space and chairs to accommodate large groups of people comfortably and is the central meeting area within the district. Residents tend to feel safer, less awkward and less hesitant about attending meetings there than in small, unfamiliar, out of the way facilities.

Implementation

The writer's preliminary work included meeting with and getting approval from the library's director, head of children's services and librarian of the children's department regarding the writer's presentation of workshops at the library, described below. It was necessary for the writer to

establish her credentials, provide descriptions and contents of her planned workshops and make arrangements for workshop dates, times and in-house location. Advertising provided by the library, which consisted of in-house flyers, was supplemented by colorful flyers of the writer's creation, one for each workshop. Each included a brief description of the particular workshop and was available in the children's section of the library two weeks before each presentation. Additional flyers were posted in areas frequented by the community and mailed to the schools that were surveyed.

To implement her practicum, the writer conducted four workshops, one every other week, which were open to all community residents free of charge. The following topics were discussed: (a) How to select the right child care center / nursery school (which included a directory of local facilities); (b) positive and healthy discipline and communication techniques; (c) appropriate vs. inappropriate learning experiences and activities in and out of the home; and (d) sibling rivalry and preparing a child for the birth of a new sibling. (Appendix D:53). The writer addressed all the issues on her agenda and incorporated parent participation as planned. Each workshop was scheduled for one hour but actually lasted an additional 20-30 minutes because of the many questions asked by the parents. At every workshop the participants exhibited animated interest in the topics discussed and almost all stayed until all questions were

answered. Originally, the writer planned to remain after the scheduled one hour meeting to make herself available for individual consultations, but because of the extended workshops, this proved to be unnecessary. At every workshop, the participants were provided with pens and paper for taking notes. In addition, the workshop leader encouraged the participants to ask questions throughout the sessions which led to clarification of specific points. Discussion of personalized situations of individual parents gave the others insight into handling their own situations.

The first workshop was titled, "How to Select the Right Child Care Center / Nursery School for Your Child". The writer provided the attendees with her handout titled, "Things to Consider When Choosing an Early Childhood Program". The points addressed on the handout corresponded to the discussion on what to look for and what to avoid when selecting a quality child care setting. The following issues were discussed: The types of schools and care available; the importance of trust when enrolling a child and leaving him/her in someone else's care; the importance of visiting the school and touring it; information regarding indoor and outdoor play areas, materials, and activities available and encouraged; safety; space; supervision; group size; teacher/child ratio; teacher competence including education, experience, observation of his/her interaction with youngsters and the handling of conflicts; policies regarding visitation and open observation;

philosophy and program; fee rate; parents' responsibilities once the child is enrolled; and the availability of the director. The workshop presenter also provided the participants with the article, "Your Child at the Center While You Are at Work," by James L. Hymes, Jr, Ed.D. Hymes (1987). This was written specifically for parents and explains informally about life in a child care center, what children and teachers do during the day, and daily experiences that enable the children to learn.

In addition to the subjects addressed at the workshop, the writer distributed a directory, which she compiled, of child care and nursery school facilities located within the school district. These were given not only to workshop participants, but also to the library for distribution to its patrons. Information on each school listed included the school's name, address, phone number, contact person, ages of children accommodated, hours of operation, philosophy and program statements, fee rates, available meals and/or transportation, licensing information and any other pertinent material. Each facility representative within the school district was contacted and asked if he/she was willing to be listed in the writer's directory. Those who replied in the affirmative were asked to send the information listed above about his/her facility and, when the preliminary directory was completed, was given a chance to review that particular section and make necessary changes. It was clearly stated that this was not an

endorsement of any facility. However, not all representatives forwarded the pertinent information on their facilities. Therefore, those schools were listed in the directory with only its names, addresses, phone numbers, and contact persons. The writer then made final copies that were printed for distribution.

The second workshop was titled, "Discipline: It's More Than Saying No". The following concepts were discussed: How young children learn; appropriate expectations and experiences; guidance vs. punishment; how self-esteem is preserved or alleviated when limits are set; methods of discipline that promote self worth; developing youngsters' inner controls; and how to encourage decision making and problem solving. Discussion included applying the writer's methods of guidance and discipline to the parents' individual concerns and specific situations. The writer provided the participants with her handout titled, "Effective and Caring Discipline Techniques".

The third workshop was titled, "Learning By Doing: Providing Children With a Love for Learning In and Out of the Home Setting". The concepts discussed were: How children learn best through concrete activities; examples of appropriate activities, toys, and experiences including everyday routines and excursions; and how to incorporate language (such as stating observations, comments, and questions) into daily activities. The writer listed on large

posters, seven learning center/activity areas under discussion, with sample activities and skills children develop by participating in them. These lists were hung in the room and read by parents before and after the workshop. The learning areas included science, food and cooking experiences, math experiences, block building and manipulative toy activities, imaginative play activities, art and playdough experiences, water and sand play activities, music and movement activities; and language experiences. Also discussed were toys easily made from items found at home and expectations for and concerns about kindergarten. The writer gave out Parent and Preschooler Newsletters (Sept. 1986 and Nov. 1990), which included information about the value of children's play and guidelines to help parents choose toys for their youngsters. In addition, the writer handed out a reference list of books, magazines, newsletters and brochures regarding appropriate activities and toys for youngsters and displayed a sampling of these books for parents to look at. Some parents borrowed these from the library or placed an order for them.

The fourth workshop was titled, "Encouraging Friendship Among Siblings". This workshop covered the following issues: Preparing a child for a newborn in the family; ways of sharing the announcement with the youngster as well as things to avoid saying and doing; various reactions and how to handle them; dealing with issues about feeling replaced and remaining as

important as before the birth of a new child; activities and conversations to ease the anxiety of the older child; dealing with changes after the birth of the baby; understanding and handling sibling relationships; and assisting children with various methods of problem solving in different situations. Much of the problem-solving discussions were focused around the participants' personal difficulties dealing with their children's siblings and other peers. The presenter provided the attendees with one list of children's books and another for adults which dealt with sibling relationships. The writer displayed many of the books listed.

After each workshop, the writer spoke with the librarians on duty to receive their input and provide feedback. Since the verbal responses from the library personnel and both verbal and written feedback and evaluations from attendees were very positive, the workshops followed their original plans. In addition to those changes mentioned earlier, only one other alteration occurred. The writer originally located, through many resources, eleven child care and nursery school facilities within the school district. However, after the directory had been compiled, one of the librarians apprised the writer of an additional facility which was missing from the listing. This was a small school located in someone's home and not advertised. It was included in the final directory of facilities.

Follow-on

The library has already requested the writer's services to address several groups of parents on issues related to toddler care. Her name was also forwarded, with her consent, to other libraries that are in need of new resource people with early childhood expertise. In addition, some representatives of schools have requested that the writer speak to their staffs as well as parents about pertinent child development issues. The present directory of child care centers and nursery schools will be updated periodically to include new facilities and expanded programs.

Chapter 5

RESULTS, CONCLUSIONS AND RECOMMENDATIONS

The community based parent education program, developed by the writer and sponsored by the public library, was very successful. Residents who attended individual workshops or the entire series provided very positive feedback to both the workshop leader and library personnel regarding the expertise shared and knowledge gained. Due to the success of the program, spring plans have been made for the writer to speak to various groups of parents on specific topics at the public library. Arrangements are also being made to speak at other county libraries. There have been requests to repeat the series already provided and to develop similar educational programs for teaching personnel of child care and nursery school facilities. It is important to note that while many community residents have been reached and have benefitted from the writer's program, it simply has not been possible to reach all residents desiring information on child rearing issues and entirely correct the problem of insufficient obtainable information. However, schools will now be able to provide more education through such programs by availing themselves of the library's resources.

All five objectives of the education program were met. First objective: Parents who received the writer's directory of child care centers and nursery schools found it very beneficial in choosing a facility. At a glance, parents were

able to hone in on those schools which were based on their individual needs and which they could consider. Parents were relieved of the time consuming task of locating the facilities scattered in multiple resources, and calling and waiting for the centers to mail the inquired information, especially when the service is an immediate necessity. Having the information clearly and concisely laid out in one publication also eliminated the possibility of overlooking existing centers which meet the parents' needs and qualifications. With this directory, families are now able to concentrate their efforts on visiting those facilities of interest and judging their quality with ease and without the time consuming task of doing all the groundwork themselves. Library patrons also stated that they found the writer's directory to be very beneficial because it is confined to only their district's facilities.

Second objective: By attending the writer's workshop, parents stated that they were made aware of many significant issues they had not previously considered when considering enrolling a child in a program. Parents stated that information obtained at the workshop enabled them to clarify and list the factors they felt were most critical in a quality early childhood facility. While the workshop presenter did not endorse any existing facilities, even though many participants urged her to do so, she was told that she enabled the participants to feel more competent and confident in judging facilities.

Third objective: Based on workshop information, parents were able to list problem-solving strategies and positive discipline techniques to promote and enhance communication between them and their children. In addition, various suggestions and solutions that were addressed to individual concerns were applied by other participants in similar situations. While at first some parents raised concerns that their children might not be immediately responsive to some suggested techniques, after further examining anticipated responses from their youngsters and suggestions on how to handle them, they stated that they felt more at ease and eager to implement many strategies. At subsequent workshops, some parents described the techniques and guidelines they had begun using with their youngsters to set limits and alleviate anger. They were surprised and satisfied that their children were as responsive as they were but admitted that other techniques discussed would take more time to be effective. Attendees stated that this workshop had helped build a positive rapport and encouraged a constructive interchange between them and their youngsters.

Fourth objective: Workshop participants were able to list characteristics of their child's developmental levels and match them with appropriate activities. Many parents commented that before attending the writer's workshop, they were unaware of the kinds of learning experiences that constitute quality education and important to the child's

well-being and long term understanding of the world around him/her. Almost all parents remarked that they were enlightened about the many diverse concepts and skills children develop by participating in their daily activities. In addition, participants were pleased that they were able to provide many of these experiences for their youngsters with little cost and effort. Other parents felt the writer's guidance confirmed that their choices of activities for their children were appropriate to their youngsters' developmental levels and that the information received assisted them with expanding their ideas on providing other appropriate learning experiences.

Fifth objective: Participants were able to list problem-solving strategies to enhance their children's self-esteem and encourage positive sibling relationships. Parents found the techniques discussed beneficial in easing the transition of youngsters who were the only or youngest child in a family to being an older sibling. They were appreciative of the ample time spent discussing not only suggested techniques on how to handle difficult situations but also some underlying issues related to the symptoms of the problematic behavior. According to several parents, this meeting also served as a support group.

There was a good deal of support and comments reflecting the success of the entire parent education program received from workshop participants, library and school personnel.

Success was also indicated by the many residents who attended multiple workshops and who invited friends. They commented that the leader was informative and provided expertise and new ideas which attendees felt comfortable using. This, they said, was due to the workshop leader's style of delivery, discussions which incorporated participants' particular concerns and practical, easy to understand guidelines for implementing the information. Parents wrote in their evaluations that they learned from other participants' comments and ideas, and were pleased that all their questions were answered. They also found the written materials handed out by the writer very useful. Parents were very pleased that the workshop leader emphasized the need to bridge the gap between the family's role in child rearing and those of professional caregivers. Library personnel stated they were pleased that information and discussions were presented by the workshop leader in such a manner as to emphasize that parents know their children best, and that techniques and suggestions must be geared to the child's individual style of learning and needs if it is to have the most impact on the child.

Topics of interest for additional workshops were indicated on attendees' written evaluations. They included repeating those that parents missed and further elaboration of those they attended, with particular emphasis on discipline and sibling relationships. In addition, they wanted assistance with implementing techniques on teaching their

children responsibility and various issues related to toddler care.

Feedback from school representatives indicated they were pleased that topics they noted on questionnaires (which they filled out in the initial stages of the writer's practicum) indicating subjects that were of interest to their clients, were addressed in the writer's workshops. They also noted that the child care community needs more such programs for parents and teaching personnel on a more frequent basis. In conclusion, providing and informing residents of such community sponsored programs, which are designed to meet their needs, is crucial to the long term stability of the entire community. Patricia Smith Ranzoni, who did research on parent education, states that, "What improves the quality of life for families will improve the quality of life for children, and what improves the quality of life for children will improve the quality of life for families." Ranzoni (1984:3).

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APPENDIX A

QUESTIONNAIRE REGARDING THE DISTRICT'S POPULATION AND NEED FOR CHILD CARE AND RELATED SERVICES

Margaret Frankel-Gordon

924-2832

I would greatly appreciate having you provide me with the following information which will assist me in my practicum for my Master's degree.

Thank you very much.

1. Geographical information:
   a. What hamlets does the school district include?
   b. How many square miles are within the school district?
   c. Map of school district.
   d. Background information of the school district.
2. Trends in the community:
   a. Information about present population with children, five years and under.
   b. Information about new families and individuals with young children moving into the community.
   c. Socio-economic backgrounds of families and individuals in a. and b.
   d. Highest levels of education achieved by families and individuals in a. and b.

e. Information about young couples of child bearing age who are expected to use the school system in the next few years.

3. Kindergarten enrollment for the past five years.
4. Projections of expected kindergarten enrollment for the next three years.
5. School district's view of child care:
   a. How great is the need for pre-kindergarten in the school district?
   b. Has the district's administration considered providing pre-kindergarten in the public school system?
   c. Has the district's administration considered providing child care for school employees?
6. Any additional information and/or publications pertinent to the above.

APPENDIX B

QUESTIONNAIRE REGARDING PARENT INVOLVEMENT AND ENROLLMENT

Margaret Frankel-Gordon
924-2832

I would greatly appreciate you filling out this questionnaire regarding parent involvement and enrollment at your facility. This will assist me in my Practicum for my Master's degree in Child Care Administration as well as enable me to identify needs of the community and find practical solutions for them. Thank you very much.

Name of facility:

Name of director or contact person:

SETTING UP CHILD CARE ARRANGEMENTS AND ENROLLMENT

1. How many children are presently enrolled and what are their ages?

2. How do families hear about or get referred to your facility?

3. What are parents' primary needs when searching for child care arrangements?

4. What kind of program do parents want for their children?

5. Have parents had difficulty locating a child care center before enrolling in yours? What were the difficulties?

6a. How many families are on the waiting list for enrollment?

b. Is there a greater need for care at different times of the year? If so, please explain.

7. Do you think there are many parents in the community who need child care services but are not being reached because they don't know what services are available or how to find out about them?

8. Do you have referral services for families in need of assistance (physical and mental health clinics, counseling, etc.)?

PARENT INVOLVEMENT

1. Please indicate YES or NO to the various parent involvement activities available/expected at your facility.

a. orientation ..... Y __ N __

b. parent and child visitation policy designed to ease the separation between home and the center ..... Y __ N __

c. policy which allows parents to observe any time Y __ N __

d. open house at beginning of school year ..... Y __ N __

e. individual conferences ..... Y __ N __

f. daily communication with parents in morning and at pick-up time ..... Y __ N __

g. newsletters ..... Y __ N __

h. parent handbook ..... Y __ N __

i. parent advisory council/group to act as a liaison between the board of directors and center parents ..... Y __ N __

j. parent resource room ..... Y __ N __

k. parent meetings/workshops ..... Y __ N __

1. fund raising activities ..... Y __ N __

2. Please list other types of parent involvement activities presented at your facility.

3. Do parents seek out the director, teachers, other personnel or other parents for assistance in handling their children's behavior? If so, please give examples of their concerns.

4. What do you believe needs to be done to ensure consistent care between each child's home and child care center experience?

PARENT MEETINGS/WORKSHOPS

1. How frequently have meetings been held?

2a. What topics/issues have been covered/discussed?

b. How/why were these topics chosen?

3. Who has presented the meetings/workshops? Please check.

director ___ teaching personnel ___ outside consultants ___

other ___

4. How have the parents responded to these workshops?

5. As the director, which other issues/topics would you want to address?

6a. Would you like to have more frequent parent information meetings? ..... Y __ N __

b. Has this been difficult to arrange? ..... Y __ N __

c. Please indicate which reasons apply:

(1) lack of time to organize such workshops .. Y __ N __

(2) other important responsibilities which cannot be postponed ..... Y __ N __

(3) lack of funds for guest speakers ..... Y __ N __

(4) not sure whom to contact for speakers on specific topics ..... Y __ N __

(5) other reasons

ADDITIONAL COMMENTS

APPENDIX C

EVALUATION FORM FOR WORKSHOPS

Please circle the workshop you are evaluating.

A. HOW TO SELECT THE RIGHT CHILD CARE CENTER / NURSERY SCHOOL FOR YOUR CHILD

B. DISCIPLINE: IT'S MORE THAN SAYING NO

C. LEARNING BY DOING: PROVIDING YOUR CHILD WITH A LOVE FOR LEARNING

D. ENCOURAGING FRIENDSHIP AMONG SIBLINGS

****
****

1. Were your interests and concerns addressed at the workshop?

2. Did you receive practical suggestions and solutions to the issues addressed?

3. Has the written information you received at the workshop (such as notes highlighting pertinent points, articles, or directory) been useful to you?

For question 4, please answer the question(s) which correspond(s) to the that workshop.

4.A.(1) Based on the directory of local facilities, please list at least four centers which you would consider checking into for your child's enrollment. (Consider the center's philosophy, hours of operation, etc.)

4.A.(2) Please list six important factors of a quality program which you would consider when choosing a school for your child.

4.B. Please list four discipline techniques you can use to handle problematic situations and enhance communication between you and your child.

4.C. Please list four characteristics of your child's developmental levels and match each of them with appropriate learning activities.

4.D. Please list four techniques you can use to alleviate sibling rivalry and enhance your child's self-esteem.

5. On what topics or issues, for future workshops, would you like more information?

6. Additional Comments:

APPENDIX D

DESCRIPTION OF PARENT WORKSHOPS

HOW TO SELECT THE RIGHT CHILD CARE CENTER / NURSERY SCHOOL FOR YOUR CHILD

Locating available services and deciding which child care center or nursery school would best serve your child's needs and your own can be difficult. This workshop will provide parents with guidelines for judging and choosing the care that is best for their children and family and will include a directory of facilities in the community.

DISCIPLINE: IT'S MORE THAN SAYING NO

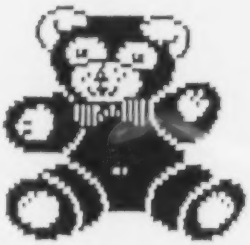
This workshop will provide parents with concrete and appropriate discipline techniques which really work. They will help build and preserve the child's and parents' self-esteem, encourage respect and cooperation. The specific guidelines are the basis on which children become responsible, caring and self-disciplined adults.

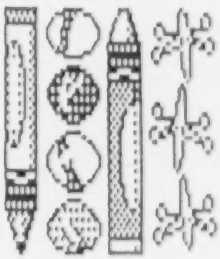
LEARNING BY DOING: PROVIDING YOUNG CHILDREN WITH A LOVE FOR LEARNING IN AND OUT OF THE HOME SETTING

This workshop will deal with how to provide children with the kind of concrete learning experiences which will enable them to make sense out of the world around them. It will explore how to capitalize on children's interests and how to ask the kinds of questions that will spark their curiosity and develop their language and thinking skills.

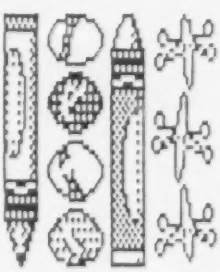
ENCOURAGING FRIENDSHIP AMONG SIBLINGS

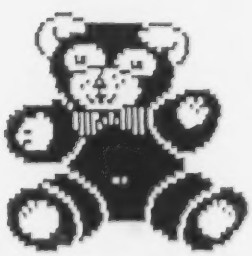
This workshop will address how parents can help ease the tension and encourage friendship among siblings and how to help youngsters adjust to the birth of a new baby.





DIRECTORY OF NURSERY SCHOOLS & CHILD CARE CENTERS





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INTRODUCTION

There is a wide variety of early childhood programs available within the Longwood Public School District. This directory contains a listing of child care centers and nursery schools within the community. When choosing a facility for your child, it is important to make sure that the program is appropriate for your child and meets his/her individual needs. It is recommended that you visit the facilities in which you are interested, inquire about the programs and policies, observe classes, and ask all questions you may have.

Please note the following:

1. This directory is not an endorsement of any facility.
2. Facilities are listed in alphabetical order.
3. Facilities operating 3 hours or less are not required by New York State to be licensed.
4. Philosophy statements are briefly described. For more comprehensive information, please contact the individual schools.
5. Facilities which are listed without full descriptions are at the request of their directors.

Name of facility 1
BEFORE / AFTER SCHOOL PROGRAM

Office address
YMCA of LI Child Care Division
11 Unity Drive
Centereach, N.Y. 11720

Program locations

AM program:	PM program:
West Middle Island School	Ridge Elementary School
Swezey Lane	Ridge Road
Middle Island, NY 11953	Ridge, NY 11961

Programs are also available in other school districts.

Phone number
588-6676

Contact persons
Dianne Grayson-Wallace, MSW, Director of Child Care Services; Lori

Program/philosophy
The mission of YMCA of Long Island is to effectively and efficiently provide services and activities which help people regardless of age, sex, race and religion. They provide a structured recreational program which includes homework assistance, arts, crafts, sports and table games.

Ages of children accommodated
Kindergarten through fifth grade.

Days and hours of program
Monday through Friday.
7:30 am - 9:30 am 3:00 pm - 6:00 pm
(Kindergartners accommodated in pm session only.)
Follows the Longwood School District calendar.

Fee rate
Fee varies according to number of days attending. Offers limited scholarships.

Meals
PM snack provided.

Transportation available
Provided by school district.

Licensing
Meets New York State licensing requirements. Licensing not required, because sessions run 3 hours or less.

Religious Affiliation
Non-sectarian.

Name of facility
BROOKHAVEN COUNTRY DAY SCHOOL

Address
P.O. Box 175
Long Island Avenue
Yaphank, NY 11980

Phone number
924-4033

Contact person
Lois Krugman, Educational Director

Program/philosophy
The school's function is to foster the social, emotional and intellectual development of each child by introducing and exposing him/her to various learning experiences without formal instruction. This enables the children to develop learning patterns which will assist them in future school experiences. The school considers the individuality of each child and his/her past experiences in order to promote total development. Open communication between parents and staff is strongly encouraged.

Ages of children accommodated
18 months through five years

Days and hours of program
Monday - Friday
Child care facility: 7:00 am - 6:00 pm - year round program
Nursery school: 7:30 am - 5:30 pm - ten month program
School offers full and half day programs, 2, 3, and 5 days a week.

Fee rate
Fee varies according to number of days and hours attending.

Meals
AM, pm snacks and lunch provided.

Transportation available
Yes.

Licensing
Licensed by the New York State Department of Social Services. Accredited through the National Academy of Early Childhood Programs, a division of the National Association for the Education of Young Children.

Religious affiliation
Non-sectarian.

Name of facility
CARING FOR KIDS

Address
Middle Island Christian Fellowship
271 Middle Country Road
Middle Island, NY 11953

Phone number
924-8617

Contact person
Dana Walcott, Director

Program/philosophy
This school believes that through various learning activities, loving care and sharing with children their value to God, the children of today will be the leaders of tomorrow. They consider each child a unique, worthy and valuable individual deserving of respect and encouragement. Children are offered age appropriate experiences, activities and carefully chosen materials which stimulate their thinking, problem solving skills, self-expression and creativity.

Ages of children accommodated
2 years 9 months - 5 years

Days and hours of program
Monday - Friday
8:00 am - 6:00 pm
Year round program.

Fee rate
Fee varies according to number of days and hours attending.

Meals
AM, pm snacks and lunch provided.

Transportation available
No.

Licensing
Licensed by the New York State Department of Social Services.

Religious affiliation
Curriculum is taught from a Christian perspective and is non-denominational.

Name of facility
CORAM CHILD CARE AND NURSERY SCHOOL

Address
P.O. Box 110
10 Glenmere Lane
Coram, N.Y. 11727

Phone number
331-9421

Contact person
Grace M. Schroff, Director

Program/philosophy
This facility educates young children in the fundamentals of reading, writing, and basic math while helping them to experience the world around them in a positive, constructive atmosphere. The nursery school curriculum includes language arts, music, dance, cooking, gardening, arts and crafts and an introduction to sports. The summer program emphasizes the benefits of sports activities in relation to their positive effects on physical, social, and mental development.

Ages of children accommodated
2 years 9 months to five years: preschool and extended preschool programs
kindergarten through second grade: before and after school programs
2 - 8 years: summer camp

Days and hours of programs
Monday - Friday
preschool -
9:00 am - 11:30 am 1:00 pm - 3:30 pm 9:00 am - 3:30 pm
Center is open from 7:00 am - 6:00 pm.
Hours vary for extended preschool, before and after school care, summer camp and child care.
All programs are available between 2 and 5 days a week.
Preschool programs are available from Sept. - June.
Child care is available on a year round basis.
Summer camp is available during July and August.

Fee rate
Fee varies according to number of days and hours attending.

Meals
Breakfast, lunch, am and pm snacks provided.

(continued on next page)

Transportation available
Yes.

Licensing
Licensed by the New York State Department of Social Services.

Religious affiliation
Non-sectarian.

Name of facility
HUMPTY DUMPTY NURSERY SCHOOL

Address
377 Boxwood Drive
North Shirley, NY 11967

Phone number
281-0528

Contact person
Maria Feinman, Director

Program/philosophy
The philosophy of the school is to meet the individual needs of each child in a positive, loving way. The school's purpose is to enhance the development of the total child physically, intellectually, socially and emotionally. Play and academic activities are individualized according to the age, interests, and capabilities of each child.

Ages of children accommodated
2 1/2 - 5 years

Days and hours of program
Tuesday/Thursday: 2 1/2 - 4 year olds
Monday/Wednesday: 3 1/2 - 5 year olds
9:30 am - 12:00 pm
Follows the Longwood School District calendar.

Fee rate
Flat fee.

Meals
AM snack provided.

Transportation available
No.

Licensing
Not required because sessions run less than 3 hours.

Religious affiliation
Non-sectarian.

Name of facility
JUST KIDS EARLY LEARNING CENTER

Address
Longwood Road
Middle Island, NY 11953

Phone number
924-0008

Contact persons
Chris Clarke, Special Education Director
Cathy Tasso, Education Supervisor of Day Care Program

Name of facility
L.I. HEAD START CHILD DEVELOPMENT SERVICES, INC.
CENTRAL BROOKHAVEN HEAD START

Address
P.O. Box 48
Mill Road
Coram, NY 11727

Phone number
732-7100

Contact person
Florence Price, Program Manager

Ages of children accommodated
3 and 4 years

Program/philosophy
The goal of the program is to prepare children socially, emotionally, physically and intellectually for kindergarten. Children are provided with individualized teaching and opportunities to learn through play. This program encourages parent involvement and offers a variety of assistance to all family members.

Days and hours of program
9:00 am - 3:00 pm 8:30 am - 11:30 am 1:00 pm - 4:00 pm
Follows the Longwood School District calendar.

Fee rate
No fee. Eligibility for admission depends upon income.

Meals
Breakfast, lunch and pm snack provided.

Transportation available
Yes.

Licensing
Licensed by the New York State Department of Social Services.

Religious affiliation
Non-sectarian.

Name of facility 8
MIDDLE ISLAND NURSERY SCHOOL

Address
P.O. Box 367
Main Street
Yaphank, N.Y. 11980

Phone number
924-3922

Contact person
Amy Rinaldi, President, Board of Trustees 1990 - 1991.
Board President changes annually in July.

Program/philosophy
The school believes that young children learn best through play, hands-on experiences and need a nurturing environment to grow. Self-worth, independence, self-discipline, understanding and respecting the feelings of oneself and others, creativity and exploration are emphasized. The daily curriculum includes art, water play, block play, music, dancing and storytelling. This cooperative nursery school includes parents working with the teaching staff to guide young children in their play experiences.

Ages of children accommodated
3-5 years

Days and hours of program
Tuesday/Thursday: 3 year olds
Monday/Wednesday/Friday: 4 year olds
9:30 am - 12:00 pm 12:30 pm - 3:00 pm
Follows the Longwood School District calendar.

Fee rate
Fee varies according to number of days attending.

Meals
AM and pm snacks provided by parents.

Transportation available
No.

Licensing
Registered by New York State. Licensing not required because sessions run less than 3 hours.

Religious affiliation
Non-sectarian.

Name of facility
ST. MARK'S NURSERY SCHOOL

Address
P.O. Box 27
Smith Road
Ridge, NY 11961

Phone number
345-3507

Contact person
Donna Testa, Director

Program/philosophy
This school's main focus is on the development of each child's individuality and social skills within a warm, comfortable, caring environment. Children are encouraged to participate in activities and explore ideas in order to increase their awareness of the world around them. The daily curriculum includes math and reading readiness, music, art, science and listening activities.

Ages of children accommodated
3 and 4 years

Days and hours of program
Monday - Friday
Tuesday/Thursday: 3 year olds
Monday/Wednesday/Friday: 4 year olds
9:00 am - 11:30 am 12:30 pm - 3:00 pm
Sessions are available 2 or 3 days a week.
Follows the Longwood School District calendar.

Fee rate
Fee varies according to number of days attending.

Meals
AM and pm snacks provided.

Transportation available
No.

Licensing
Not required because sessions run less than 3 hours.

Religious affiliation
Curriculum is taught from a Christian perspective and is non-denominational.

Name of facility 10
SUGAR AND SPICE ACADEMY II

Address
19 Longwood Road
Ridge, NY 11961

Phone number
924-0033

Contact
Linda Boehm, Director

Program/philosophy
The purpose of this program is to provide children with a healthy environment which enhances each child's physical, social, emotional and intellectual development. Children are encouraged to participate in a combination of play and academic activities in a non-pressured environment. Individual needs are addressed and decision-making is encouraged. The curriculum includes language activities, reading, numbers and readiness activities, games, arts and crafts, music, drama, indoor and outdoor exercise.

Ages of children accommodated
18 months - 5 years

Hours of program
Monday - Friday
7:00 am - 6:00 pm
2 - 5 half and full day programs available.
Year round program.

Transportation available
No.

Licensing
Licensed by the New York State Department of Social Services.

Meals
AM and pm snacks provided. Lunch provided by parents.

Fee rate
Fee varies according to number of days and hours attending.

Religious affiliation
Non-sectarian.

Name of facility 11
TOWN OF BROOKHAVEN, ST. MICHAEL'S RECREATION CENTER

Mailing Address
P.O. Box A
Old Town Road
Coram, NY 11727

Center address
Wilson Avenue
Coram, NY 11727

Phone number
698-3254

Contact person
Harriet Wilson, Director

Program/philosophy
The purpose of this summer recreation program, sponsored by the Town of Brookhaven, is to expose youngsters to the world around them and motivate them to strive for individual goals. Activities are developed as individual needs arise and also include indoor and outdoor play arts and crafts, table games, basketball, and trips.

Ages of children accommodated
Kindergarten through sixth grade.

Days and hours of program
Monday - Friday
8:30 am - 4:00 pm
Summer only.

Fee rate
No fee.

Meals
Lunch provided.

Transportation available
No.

Licensing
Not required.

Religious affiliation
Non-sectarian.

Additional Information
During the school year, this community center, located in Gordon Heights, services the Town of Brookhaven residents of all ages, including senior citizens with a wide variety of programs. Some programs include karate, double dutch, and dance.
This Center is open the following hours:
Monday through Friday: 9:00 am - 4:30 pm 6:00 pm - 9:00 pm
Saturday: 12:00 pm - 5:00 pm 6:00 pm - 9:00 pm

Name of facility 12
UPTON NURSERY SCHOOL

Address
Brookhaven National Laboratory
P.O. Box 324
Upton, NY 11973

Phone number
924-2205

Contact person
Cathy Lombardo, Board Representative 1991-92
Board Representative changes annually.

Program/philosophy
The goal of this school is to help children learn in a warm and caring classroom environment, discover and express their own innate creativity, and to learn how to interact cooperatively with peers and adults. Children are provided with hands-on learning activities and exposed to many number and letter concepts which enhance each child's cognitive, language, and motor skills. Parents are expected to act as teachers' assistants and to be active in the school's operation.

Ages of children accommodated
3 and 4 years
Accommodates only children of families who are employees and/or visitors of Brookhaven National Laboratory.

Days and hours of program
Monday/Tuesday/Thursday:
8:30 am - 11:30 am.
Sessions run from September to mid-June.

Fee rate
Flat fee.

Meals
Snack provided by parent assisting in classroom.

Transportation available
No.

Licensing
Not required because sessions run 3 hours.

Religious affiliation
Non-sectarian.

Name of facility 13
YAPHANK CHRISTIAN SCHOOL

Address
97 B Patchogue-Yaphank Road
Yaphank, NY 11980

Phone number
924-9268

Contact person
Fran Chirchirillo, Principal

Program/philosophy
This school's objective is to provide each child with an opportunity for an excellent academic program with the Word of God in the center. The "Beka Curriculum", a program developed by Christian Educators at Pensacola Christian College in Florida, is used in each grade level beginning with the preschool program.

Ages of children accommodated
3 years - grade 6

Days and hours of program
Tuesday/Thursday: 3 year olds
Monday/ Wednesday/Friday: 4 year olds
9:15 am - 11:45 am 12:30 pm - 3:00 pm
Monday - Friday: kindergarten
8:30 am - 11:30 am 12:15 pm - 2:45 pm
(PM session is available only with sufficient enrollment.)
Monday - Friday: grades 1 - 6
8:30 am - 2:30 pm
Follows the Longwood School District calendar.

Fee rate
Fee varies according to number of days and hours attending. Offers scholarships.

Meals
AM snack provided for preschoolers. Snacks for kindergartners and first graders, and lunch for elementary school children are provided by parents.

Transportation available
Not provided for preschool children. Transportation provided for kindergarten and elementary school children through their local school districts.

Licensing
Accredited by New York State.

Religious affiliation
Curriculum is taught from a Christian perspective and is non-denominational.

If there are any comments or questions, please contact:

Margaret J. Frankel-Gordon
P.O. Box 354
Upton, NY 11973